
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mr. Lawrence Martinez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name 66th Street Elementary School
(As it should appear in the official records)

School Mailing Address 630 – 66th Street
(If address is P.O. Box, also include street address)

Niagara Falls New York 14304-2212
City State Zip Code+4 (9 digits total)

Tel. (716) 278-9100 Fax (716) 283-8524

Website/URL www.nfschools.net E-mail lmartinez@nfschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 1, 2004

Name of Superintendent* Mr. Carmen A. Grant
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Niagara Falls City School District Tel. (716) 286-4205

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date January 29, 2004

Name of School Board
President/Chairperson Mr. Kevin Dobbs
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date January 29, 2004

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

__ 9 __	Elementary schools
__ 3 __	Middle schools
__ 0 __	Junior high schools
__ 1 __	High schools
__ 2 __	Other (Briefly explain)
	(1) Alternative School, (1) Community Education Center
__ 15 __	TOTAL

2. District Per Pupil Expenditure: __\$11,536 ____
 Average State Per Pupil Expenditure: __\$11,515 ____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input checked="" type="checkbox"/> [X]	Urban or large central city
<input type="checkbox"/> []	Suburban school with characteristics typical of an urban area
<input type="checkbox"/> []	Suburban
<input type="checkbox"/> []	Small city or town in a rural area
<input type="checkbox"/> []	Rural

4. 4 ____ Number of years the principal has been in her/his position at this school.
 -- ____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	16	22	38		7			
1	23	16	39		8			
2	26	24	50		9			
3	28	23	51		10			
4	23	27	50		11			
5	28	21	49		12			
6					Other	14	6	20 - PreK
TOTAL STUDENTS IN THE APPLYING SCHOOL →								297

6. Racial/ethnic composition of the students in the school:
- 65___% White
 31___% Black or African American
 1___% Hispanic or Latino
 1___% Asian/Pacific Islander
 2___% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 44.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	76
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	79
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	155
(4)	Total number of students in the school as of October 1	348
(5)	Subtotal in row (3) divided by total in row (4)	.445
(6)	Amount in row (5) multiplied by 100	44.5

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: _____
 Specify languages: _____

9. Students eligible for free/reduced-priced meals: 63 %
220 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
35 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>18</u> Speech or Language Impairment
<u>6</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>22</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 18.5
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94%	95%	95%	95%	95%
Daily teacher attendance	90%	88%	91%	N/A	N/A
Teacher turnover rate	20%	24%	27%	N/A	N/A
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	100 %

PART III – SUMMARY

The mission of 66th Street Elementary School is to provide a quality education for ALL children in a safe and nurturing environment. We pledge to promote cooperation within our school community and to develop the skills necessary for lifelong learning.

Sixty-Sixth Street Elementary School will serve approximately 300 students during the 2003 – 2004 school year. We are not a “neighborhood school” in that our students, for the purpose of integration, feed from several corners of our city. Approximately 60% of our students are bused to school.

Our grade levels range from Pre-K to Grade 5. We house a full day Universal Pre-K class and full day Kindergarten classrooms. Our student poverty rate exceeds 60%. The student population is diverse. 40% are from minority groups including, Black, American Indian, Asian, and Hispanic. The majority of our students are in single-family households. On average, nearly 25% of our students receive special education services provided through self-contained and consultant teacher services.

The staff at 66th Street Elementary School faces many of the same challenges facing other schools today. Increasing poverty, single-parent families, student apathy, parental disconnect from schools – all impact our learning environment. We find our school one of the few remaining places that our students and parents can turn to for help and direction. We offer many of the basics necessary for student learning to take place: a breakfast and lunch program, a clothes closet for students, health services, parenting classes, student mentoring, a student “buddy” program, a before / after school latch key program, and a safe and orderly environment. In addition to a low student teacher ratio, we have additional staff to help students and parents such as a school counselor, a school psychologist, a Parent/Community Outreach Coordinator, a school nurse, and a Senior School Monitor who helps with busing and food services. We maintain very positive business and higher education partnerships that provide our students and staff with resources and services that improve the quality of school community.

We have not lost sight of the fact that the primary function of our school is education. We have also added a measurable goal to our school vision – one based on the standards of our school district as well as the New National Standards:

Working with all our stakeholder groups, we have developed a quality process that has freed us from attempting to arrive at a new destination using the same old means of transportation. We have used a district ‘Good School Tool’ to identify areas of weakness, searched for data supported programs to close academic gaps, and transformed our goals into standards based targets understood and supported by students, staff, and parents.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Less than five years ago, the students at 66th Street Elementary School were struggling academically. Only 28% of our students were at or above standard as measured on the New York State Elementary Language Arts assessment. Virtually none of our students scored at the highest-level – Level 4 – Exceeds The Standards. When compared to similar schools across the state we were under performing as a school. Across nearly all sub-groups these results were consistent. Most troublesome to us was the fact that the number of students requiring remedial services, under state guidelines, threatened to overload the monetary and staffing resources of our school. Our mathematics scores were not much better. In fact, we came within a point or two of being designated as a school in need of support by the State Education Department.

We were determined to turn this trend around and provide the quality education our students deserved. We engaged all staff, students, parents, and partners in a joint venture that focused on several key components:

- Understanding what to teach / learn (the standards)
- Understanding how to teach / learn the standards
- Understanding how to assess our teaching and learning
- Time on task – putting into practice what we learned from the points above

What our results, in just a few short years show, is that we have reversed the negative trends 180 degrees to a very positive direction.

Our latest New York State Language Arts Exam results:

- An increase from 42% (1999/2000) at standard or above standard to 74%(2002/2003)
- An increase from 0% at the highest level (4) to 22% at Level 4
- We have had one student obtain a perfect score on the ELA Exam
- The rate at which our students score at or above standard now exceeds similar schools across our state
- The number of students not meeting the State standards has dropped to fewer than 15, with over 1/3 of those students classified as special education.
- The gap between student performance in our school has narrowed or disappeared when compared to all other schools within our district
- All subgroups showed improvement
- We have won recognition as an Outstanding Performing School by the New York State Education Department

Our latest New York State Mathematics Exam results:

- An increase from 43% (1999/2000) at standard or above to 91% (2002/2003)
- No student (0%) scored at the lowest level (1)
- All subgroups showed improvement
- The rate at which our students score at or above standard now exceeds similar schools across the state

- We have virtually eliminated the need for an extensive remediation program in mathematics
 - We are the fastest improving school in our district
 - We expect to be recognized again by New York State for our mathematics result trends
2. Our school district maintains an extensive data network that provides our School Leadership Team and me with “real time” data, disaggregated by any number of subgroups. Every teacher in our school district is loaned a laptop computer that can connect to this database at school or at home. The classroom teacher is provided on-going student data and quarterly assessments through our Success For All Reading Program. Mathematics results are compared to district quarterly objectives. In reading, our teachers and SFA Facilitator review the results together. Students are then regrouped based on the assessment results. Students are not held at an artificial reading grade level. Students are allowed to soar to higher levels or use another 8-week session to catch up on reading skills. A Hot List of students at or just below our standards is developed. Reading tutors may be provided. Teachers are assigned reading levels based on student needs. Grade level teams use a similar process for mathematics, but individual or small group instruction is handled within each classroom.

State assessments also provide student and subgroup profiles. We use this data to first document a baseline for each student as well as for our entire school. We then point out any gaps in achievement between the state or national standard and our current level of performance. We sit down by academic team or as a faculty to discuss any gaps. We brainstorm possible solutions, sort through resources, and devise action steps to narrow this gap. On occasion, our school Leadership Team and I will visit classrooms to determine to what degree our students and staff are aware of the target gap(s), how well our action steps are being implemented, and if we are moving in the right direction on student performance.

3. Communication of expectations and results is a constant challenge. With so many stakeholder groups involved in school progress, we use a variety of methods to convey our relentless efforts to improve. Inside our school results can be seen everywhere. We have a large white board in our main hallway that is constantly updated with school data. My Principal’s Bulletin Board, also in the main hallway, highlights a particular standard and holds examples of student work that meet those standards. Each teacher has grade level standards and examples of those standards met by our students posted in their classroom or in the hallway. Our school website shares school data. We send out a monthly newsletter and participate in the district’s newsletter that reaches every home in our city. Our “Second Cup of Coffee” activities find us out in our parking lots giving information and a cup of coffee out to our parents as they drop their children off at school. We co-sponsor parent nights with our Parent Group. Our business partners fund a bus service for parents to attend informational or “how to help at home” sessions. At the start of the school year we make a home visit to Kindergarten and Grade 1 homes. We hold a “Have

Mom and Dad Take An Exam Night” where students lead their parents through a sample state language arts or mathematics exam. Home-school contracts, a Reading Response student/parent component, and student/teacher classroom conferences keep parents and students on track. Since all of our staff, including the custodian, secretary, nurse, lunch

associates, etc. – are part of our School Quality Plan – keeping them informed of student performance and ways they can help – is also a priority.

4. 66th Street School does and will continue to share our successes within and outside our school district. Our district partnership with the local cable company allows us to broadcast cable programs throughout western New York. We also have distant learning capabilities. A broad alliance of school districts, coordinated through several BOCES (Board of Cooperative Educational Services) Centers, is capable of offering regional conferences, institutes, and information sources – to provide our school with another avenue to share our successes with other schools. SFA Leadership Academies provide another avenue to share our efforts and results. Our school district co-sponsors a summer administrative retreat open to other schools in the area. Our district website is also used to share a glimpse of program highlights. We are willing and able to participate at state or national conferences. I have experience with replication grants and our school would gladly participate in any state or national effort to promote best practices.

Locally, the district newsletter highlights various school achievements every month. In addition, there is a District Quality Council, made up of stakeholder representatives from every school. They meet to share success stories. Administrators may reserve time at district administrator meetings to share ideas or lead discussions on student achievement. School level principal meetings, Superintendent's Conference Days, and school-to-school visits, all offer ways for 66th Street School to share our efforts to improve.

Finally, through our association with the Success For All national network of schools, an even wider arena of schools are in contact with 66th Street Elementary School.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum areas of literacy and mathematics are the core learning areas that tie all of the other content areas together at 66th Street Elementary School. Literacy (reading, writing, listening, & speaking) receives the greatest emphasis in our school, followed by mathematics. We view these two areas as the “languages of learning”. A solid foundation in these areas is used to facilitate learning in science, social studies, etc. We are continuously committed to our goal to exceed and continuously improve learner outcomes as measured against academic standards.

English / Language Arts

Our Pre-K through Grade 5 Language Arts curriculum creates essential linkages between reading, writing, listening, and speaking skills to insure appropriate literacy instruction. It focuses on following New York State Standards:

- Language for information and understanding
- Language for literary response and expression
- Using language for critical analysis and evaluation
- Using language for social interaction

Mathematics

Mathematics instruction is based on major math skills and key ideas at increased levels of difficulty and higher levels of thinking, across the grades. Specific skills have been identified at each grade level with direct links to resources and technology to aid in classroom instruction. A pacing guide helps to keep students and staff focused on the following New York State Standards:

- Analysis, inquiry, and design
- Information systems
- Mathematical reasoning
- Technology
- Interdisciplinary relationships / problem solving

Science

Our Pre-K through Grade 5 science curriculum fosters a student-centered, problem solving approach to science. The content focuses on the living environment and physical setting. Key skills include a student’s ability to explain, interpret, and analysis scientific processes using the Inquiry Model. New York State Standards include: Analysis, inquiry, and design, as well as scientific concepts, principles. As in mathematics, the curriculum includes the strands of scientific reasoning, technology, and interdisciplinary relationships/ problem solving.

Social Studies

Our social studies program through Grade 5 is based on the New York State Social Studies Standards of geography, history, economics, and government. While each grade’s objectives are different, the social studies standards, concepts, skills, and themes remain the same. They include:

- History of the United States and New York
- Major turning points in world history
- Geography skills
- Economic systems and concepts

- Civics, citizenship, and government

Art

Instruction in art education at 66th Street School not only allows for creative expression, it serves to reinforce interdisciplinary skills in language arts, mathematics, science, and social studies. This is evident when students actively engage in the process of creation in the arts. Students are knowledgeable of the use of various materials and resources. Emphasis is placed on responding critically and connecting specific works to other aspects of human thought. Our goal is that students will develop an understanding of the personal and cultural forces that shape artistic communications and diverse cultures.

2. 66th Street School was a Success For All School for five years. This year the Niagara Falls School District adopted the America's Choice Literacy Design for all elementary and middle schools. Both literacy programs are similar in that they are structured programs that view literacy as the key to all learning.

The main reasons why 66th Street embraced the Success For All model include:

- A shared core belief that all kids can learn
- A common goal of all students reading and writing at grade level by the end of 3rd grade
- It is a un-graded system – students read at their level
- It emphasizes cooperative learning
- It is based on high national standards supported by recognized professional organization such as the National Association of Teachers of English
- It is data driven with quality assessments available to measure progress against the standards
- It draws instructional strategies from research supported best practices
- As in the Reading First initiative in the No Child Left Behind Act, this literacy model endorses the teaching of phonics, fluency, vocabulary, and comprehension
- It offers strong student/family support services as well as a professional development component

The curriculum is delivered in 1½-hour blocks each day. The Early Learning Pre-K and Kindergarten model provides a child-centered foundation for future reading success. Thematic units link learning activities in social studies, mathematics, language and other relevant subjects. Reading Roots combines three basic components – Story telling/Retelling, Shared Story Lessons, and Peabody Language Kit activities to address the learning needs of early readers in a meaningful way. Reading Wings uses our school's extensive Scholastic Reading Series and appropriate level novels to build comprehension, thinking skills, fluency, and pleasure in reading. 1-on 1 tutoring is provided in decreasing numbers to Grade 1 through Grade 3 failing to progress at a steady rate. A SFA Facilitator is drawn from current staff to help model and coordinate the program. A family Support Team and Coordinator work closely with parents to encourage reading at home, donate books to homes, meet with parents, and sponsor home/school events.

3. 66th Street School views mathematics as a second key curriculum area. Given the increased importance of mathematics and technology across the globe, we believe our students need a strong mathematical foundation. The place for this to begin is in the elementary grades. A negative attitude towards mathematics and a lack of basic understandings and skills results in an unacceptable percentage of high school seniors being denied graduation. As in literacy instruction, our mathematics instruction is driven by state and national standards. Our foundation requires students to acquire basic skills, learn how to solve problems, and grasp key mathematical concepts. We use many of the same instructional strategies used in our literacy program. Manipulatives help motivate and make mathematics more real to the students. Calculators, computers, and other technology driven resources help to aid instruction. Quarterly objectives are outlined for students, parents, and teachers to keep everyone on the same “learning page.” Teachers and students spend a lot of time “reading, writing, and discussing mathematics” until it almost becomes a second language. This total literacy of the two languages of learning ties into our school vision of life long learners and our goal of having all students at grade level as they move onto middle school.
4. In Part IV – Indicators of Academic Success, we stated that one of the key elements to improving instruction is knowing how to teach to the standards. As a instructional team, we knew that we had to make changes in the instructional methods we had employed in the past. Success For All offered us research on best instructional practices. They also provided us with many classroom rituals and routines that help cultivate effective teaching and learning. One key instructional method was to model the type of learning we expected our students to achieve. Teachers often forget what a powerful influence we have as children watch and listen to us read, write, and do mathematics. Another method was to post and start each lesson with a restatement of a particular standard. The more times students see and hear the standard, the better they become at meeting that standard. We provide quality conference time to small groups of students or individual students to discuss their work. We use a cooperative learning model and often use partner skills to help us revise, edit, or discuss possible solutions. We provide next steps for them to improve the quality of their work. Other instructional methods include tying reading skills and applications together, blocking reading and writing as related learning, having teachers “specialize” in fewer content areas, teaching mathematics as a language, and providing more structure to classroom instruction so as to increase student time on task.
5. The professional development program at 66th Street Elementary School is extensive. Our commitment to developing better learners is an implied promise to become better instructors. This commitment extends across all staff at our school. Below is a partial list of the various professional development opportunities available to our staff:
 - Success For All school component meetings, held once a month, for all reading levels
 - Circles of Learning – our teachers meet in special interest groups to discuss a particular topic
 - Visits to other Success For All Schools
 - Attendance at state or national conferences
 - Our Teacher Resource Center continually offers courses designed to support the teachers work in their classrooms
 - Our school based SFA Facilitator is free to work with teachers or to model components of our reading program

- Principals are free to design or deliver professional development based on the needs of their staff
- Our district's multi-media system allows staff to receive professional development right in their home schools
- Our district partners with other school districts through regional BOCES to provide professional development to all staff

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test New York State English Language Arts

Edition/publication year 2003 Publisher CTB MacGraw-Hill

Number of students in the grade in which the test was administered 54

Number of students who took the test 54

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

New York State uses a Grade 12-K mapping for curriculum and assessment. The key to graduation is the Regents examinations. Students must pass a set of Regents examinations, together with a minimum number of course credits, to graduate. The assessments used for this application are designed to look at student progress in the elementary grades with an eye towards passing those Regents examinations. A secondary goal is to raise the learning bar for all students by measuring the number of students who not only pass the Regents examinations but also pass them with distinction. Our school results show that there is steady progress towards these goals. The number of student meeting the standards and those exceeding the standards continues to increase. This is true across all subgroups.

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Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test New York State English Language Arts

Edition/publication year 2002 Publisher CTB MacGraw-Hill

Number of students in the grade in which the test was administered 58

Number of students who took the test 58

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

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Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test New York State English Language Arts

Edition/publication year 2001 Publisher CTB MacGraw-Hill

Number of students in the grade in which the test was administered 54

Number of students who took the test 48

What groups were excluded from testing? Why, and how were they assessed? Special

education students. Administered the New York State Alternative Assessment.

Number excluded 6 Percent excluded 12%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

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66TH Street Elementary School – Language Arts Data, New York State Format

	2002 – 2003	2001 – 2002	2000 - 2001
Testing Month	January	January	January
School Scores			
Level 4 – Exceed the standards	22%	22%	6%
Level 3 – Meet the standards	50%	38%	44%
Level 2 – Need extra help	24%	34%	42%
Level 1 – Have serious academic deficiencies	4%	5%	8%
Number of students tested	54	58	48
Percent of total students tested	96%	100%	100%
Number of students excluded	0	0	6
Percent of students excluded	0%	0%	12%
Subgroup Scores			
1. Economically Disadvantaged			
Level 4 – Exceed the standards	12%	13%	13%
Level 3 – Meet the standards	52%	37%	43%
Level 2 – Need extra help	33%	40%	41%
Level 1 – Have serious academic deficiencies	3%	10%	3%
Number of students tested	33	30	32
2. Black			
Level 4 – Exceed the standards	6%	3%	0%
Level 3 – Meet the standards	29%	42%	39%
Level 2 – Need extra help	59%	45%	50%
Level 1 – Have serious academic deficiencies	6%	10%	11%
Number of students tested	17	19	18
3. White			
Level 4 – Exceed the standards	31%	26%	11%
Level 3 – Meet the standards	58%	45%	43%
Level 2 – Need extra help	8%	29%	39%
Level 1 – Have serious academic deficiencies	3%	0%	7%
Number of students tested	36	35	28

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test New York State Mathematics Test

Edition/publication year 2003 Publisher CTB MacGraw-Hill

Number of students in the grade in which the test was administered 53

Number of students who took the test 53

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

New York State uses a Grade 12-K mapping for curriculum and assessment. The key to graduation is the Regents examinations. Students must pass a set of Regents examinations, together with a minimum number of course credits, to graduate. The assessments used for this application are designed to look at student progress in the elementary grades with an eye towards passing those Regents examinations. A secondary goal is to raise the learning bar for all students by measuring the number of students who not only pass the Regents examinations but also pass them with distinction. Our school results show that there is steady progress towards these goals. The number of student meeting the standards and those exceeding the standards continues to increase. This is true across all subgroups.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test New York State Mathematics Test

Edition/publication year 2002 Publisher CTB MacGraw-Hill

Number of students in the grade in which the test was administered 59

Number of students who took the test 59

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

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SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test New York State Mathematics Test

Edition/publication year 2001 Publisher CTB MacGraw-Hill

Number of students in the grade in which the test was administered 49

Number of students who took the test 4

What groups were excluded from testing? Why, and how were they assessed? Special education
students. Administered the New York State Alternative Assessment.

Number excluded 6 Percent excluded 14%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

New York State uses a Grade 12-K mapping for curriculum and assessment. The key to graduation is the Regents examinations. Students must pass a set of Regents examinations, together with a minimum number of course credits, to graduate. The assessments used for this application are designed to look at student progress in the elementary grades with an eye towards passing those Regents examinations. A secondary goal is to raise the learning bar for all students by measuring the number of students who not only pass the Regents examinations but also pass them with distinction. Our school results show that there is steady progress towards these goals. The number of student meeting the standards and those exceeding the standards continues to increase. This is true across all subgroups.

66TH Street Elementary School – Mathematics Data, New York State Format

	2002 – 2003	2001 – 2002	2000 - 2001
Testing Month	May	May	May
School Scores			
Level 4 – Exceed the standards	25%	11%	28%
Level 3 – Meet the standards	66%	61%	44%
Level 2 – Need extra help	9%	20%	19%
Level 1 – Have serious academic deficiencies	0%	8%	9%
Number of students tested	53	59	43
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	6
Percent of students excluded	0%	0%	14%
Subgroup Scores			
1. Economically Disadvantaged			
Level 4 – Exceed the standards	28%	6%	18%
Level 3 – Meet the standards	56%	56%	48%
Level 2 – Need extra help	16%	22%	18%
Level 1 – Have serious academic deficiencies	0%	16%	16%
Number of students tested	32	30	27
2. Black			
Level 4 – Exceed the standards	12%	3%	18%
Level 3 – Meet the standards	59%	53%	50%
Level 2 – Need extra help	29%	18%	14%
Level 1 – Have serious academic deficiencies	0%	26%	18%
Number of students tested	17	19	15
3. White			
Level 4 – Exceed the standards	29%	14%	33%
Level 3 – Meet the standards	71%	67%	41%
Level 2 – Need extra help	0%	19%	19%
Level 1 – Have serious academic deficiencies	0%	0%	7%
Number of students tested	35	36	27

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)